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ABSTRACT

In this five-part essay, a project concerning development education at the secondary school level in the Netherlands is discussed. The project, entitled Educational Project Development Cooperation (EPOS), will work closely with schools and develop teaching-learning packages and model core curricula to teach students about the moral responsibility and social-economic-political necessities for enhancing development in Third World countries. Part 1 of the essay provides a summary and introduction. Part 2 discusses the relationship between development education and world studies and examines the possible content of a development education curriculum. Part 3 examines the reasons why development education should be integrated into the educational system and what is currently being taught concerning the development issue during the first stage of secondary education. Part 4 describes the characteristics of development education. Part 5 of the essay discusses the position of development education in the present and future system of secondary education. (RM)

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a brief description of the project and an interim definition of development education

Educatief Project Ontwikkelingssamenwerking

epos

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SO 015877

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1) In this essay, the term "world studies" is preferred above "global education".

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Aim, target group and project period

The aim of the project is to settle development education in education for 12-15 year-old pupils. The project, which runs until August 1985, is focussed on both present secondary education (lower vocational education (LBO), lower general secondary education (MAVO), higher general secondary education (HAVO), pre-university education (VWO)), and at future secondary education.

The identity of development education

With development education, the project group starts from education which has reference to the development issue: the social development in the Third World and its relation with the social development in the industrial countries.

Development education is a form of social and political education, in which attention is not solely paid to problems. Attention should also be paid, for example, to (groups of) people's cultural idiosyncracies in the Third World.

Within this context of social and political education, development education is also focussed on 'the strengthening of pupils' sense of values. In the process of social development, values play an important role. Development education can contribute to the actual anchoring of acknowledged essential values in Dutch society.

Reasons for settling development education in secondary education

The development issue can be regarded as one of the most important problems of the world. Reasons for paying attention to this issue in education eventually spring from the moral responsibility and the social-economic and

political necessities to solve under-development. In the development issue, the individuals' and states' rights and norms, and the values behind these conceptions, play an important role. Within the United Nations, there is agreement about the whole of rights and norms. Behind these lie values which are not, or not sufficiently, internalised. However, the internalisation of these values is necessary to the actual contribution to the solution of under-development.

The situation in present secondary education

In the present educational system, the development issue is being paid attention to with changing intensity. Social/political studies in particular, discuss this issue, or aspects of it. In recent years, many schools have developed projects in the field of under-development. The majority of the curricula, however, does not prescribe the treatment of under-development explicitly. Teachers are free to use the space these plans offer for the treatment of the development issue. Arrangements about the aims which are pursued in relation to the treatment of this issue are often missing at schools: with which subject matters, with which subjects, with which working forms, etc. The available teaching resources are often of little support to teachers: either too little attention is paid to the issue, or the didactic principles which are determining to the educational process of learning are not clearified.

Principal and executors

In connection with an investigation, instigated by the former Minister of Development Cooperation, J. de Koning, after attention to under-development in the first stage of secondary education, the Ministry of Education and Science has requested the SLO in Enschede to execute (or to have executed) the Educational Project Development Cooperation (EPOS). The SLO cooperates for the benefit of its execution with the Polemological Institute in Groningen, the Centre for International Education in the Dutch Educational System in Alkmaar, the "Studiecentrum voor

Vredesvraagstukken" in Nijmegen, the "Algemeen Pedagogisch Studiecentrum" and the Foundation Centre for Educational Research, both in Amsterdam.

Finished products

In the end, the project will yield a number of products. In cooperation with schools, some experimental teaching-learning packages are developed. They are directly pointed to the daily practice of education and they form concretely worked out examples of lesson sequences in relation to the development issue.

On the basis of these packages and experiences in development and usage, a manual for the processing of development educational teaching-learning packages is compiled. It is intended for teachers and compilers of education materials. Moreover, a guide for teaching resources of development education, including educational and background material, is compiled for the benefit of teachers.

Along with that, parts of school curricula development education are developed. In such a part of a school curriculum, teachers can lay down in what way they would like to give room for development education at their schools and how they would like to frame it and fill it in. In addition, the plan is very palpable for the man or woman in the classroom, for it contains arrangements about the way in which it is worked on at school and, so, also in the classroom. It is a document developed by the whole team of a school. It contains, for example, arrangements about principles and purposes of development education and the subject matters accordingly, the subjects which are related to it, the planning, the didactic principles which are determining for the way in which the educational learning process takes place, etc. The minister's policy regarding development education is a guide concerning this, but the execution of the plan will differ from school to school; for every school is unique by a multiplicity of factors which differ from school to school, for example the denominational background, the composition of the

team, the pupils, and the pedagogical climate. On the basis of the parts of a school curriculum developed in the project, a package of information about the construction of a part of a school curriculum development education is developed, containing directions and examples for school teams in what way they can draw up a part of a school curriculum development education for their schools. The Minister of Education and Science will be given advice about policy decisions which could be made in relation to development education. A model for a part of a common core curriculum will be drawn up on behalf of this. In this model, recommendations in relation to the identity, the framing and the position of development education will roughly be made. The SLO also thinks about drawing up an advice concerning the common core of education. In this advice, it is described which aims of development education pupils in the first stage of secondary education would have to have reached at any rate and which subject matters would at least have to be touched upon. The model for a part of a common core curriculum has yet an other function which is more directly pointed to schools, viz. a source of inspiration. Schools can draw on this in the course of making their parts of a school curriculum.
Along with these activities, attention is paid, in the project, to, in the first instance, the development and execution of refresher course activities, and in the second instance, to the supervision of schools and teachers at the implementation of development education, and finally, to the supply of information about development education, for example by the publication of an annotated bibliography in relation to development education.

Interim products

The project runs from August, 1982 until August, 1985. By 1985, the "products" have to be finished in their end version. It would be neither useful nor practical to wait with the publication until after the completion of the project. We think it is important to publish

already during the process of development about aspects of curriculum development in the field of development education in order to elicit reactions from everybody who feels himself to be concerned with this educational field. Experts will be asked to explicitly comment on certain parts. In this way, we want to collect as many as possible data which will benefit the eventual results of the project. The first publications of the project will be spread in the form of "first versions". That is, the contents have a, more or less, interim character. With the help of further experiences in the project and the comments received, the contents of the interim versions will be readjusted.
The first publication which appeared in EPOS is the "kaderstuk". It is included in this brochure completely. In the essay, an interim view on the contents and position of development education is given. This view forms the framework of the activities of the institutions cooperating in EPOS.

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1

1. Introduction

In the introduction, the reason for the publication of this essay is pointed out. Within and outside the Netherlands there is little agreement about the contents and the position of development education. In this essay both are explored as an impuls for writing rationale and eventually for developing a model for a part of a common core curriculum development education.
The essay has to form a frame work for the activities of the institutions which co-operate within EPOS; moreover does it try to inform the managing board of the national Institute for Curriculum Development and the boards of the participating institutions about the development of the project as regards content.

2. Development education: an other term for world studies?

In this interlinking chapter some developments within world studies are discussed in order to look for areas of communality in connection with defining development education. These developments are the following: the continuous broadening of the area of studies of world studies, increasingly thinking from the coherence of global problems, and the changing attitudes about the task and shape, accordingly, of education and relation to world studies. The methods rather than content is the character of world studies. EPOS prefers term development education to world studies. We hold the view that the project should be about education which is primarily related to the development issue. This directedness as regards content is

better expressed by the term development education. Through this object, development education distinguishes itself from other subject matter areas within world studies.

3. Reasons for integrating development education in the present and future system of secondary education

Reasons for integrating development education in the educational system eventually spring from the moral responsibility and the social economic and political necessity to solve the issue of development. This responsibility and necessity have been put into words, for example in a number of declarations, treaties, programmes and United Nations' (UN's) resolutions. The whole of rights and standards which have been developed by the UN are accepted nominally, but the values behind it have not been internalised yet.
Education and information can contribute to this long process of internalising. In the existing system of secondary education, however, too little attention is being paid, at the moment, to the issue of development.

4. The identity of development education

In this chapter, the identity of development education is explored. Three characteristics of development education are discussed:
- development education has reference to the development issue: the social development in the Third World and its relation with that in the industrial countries
- development education is a form of social and political education
- development education is value-oriented.

This characteristics form a first framework in defining the identity of development education.
Furthermore, a first description is given for principles and aims of development education. On page 33 a draft description of general aims of development education is given.
General aims, descriptions of the subject matter, learning aims and objectives as well as the didactic context will clarify the con-

tent of development education.
In this connection, the National Institute for Curriculum Development thinks of drawing up a so-called "common core", which should be effective in the first stage of secondary education as a compulsory part. This common core should function as a clear guideline to develop parts of a school curriculum and to the development of teaching-learning packages clearly, without excluding variations.

5. The position of development education

It is not proposed that development education will form a new subject within secondary education. Only a treatment from different points of view will provide pupils with the knowledge about and insight in the complexity of the development issue. From a pragmatic point of view, a new subject is neither desirable nor, in view of the present educational system, feasible.
Development education has to be seen as a principle and as an area of study.
Development education as a principle has to be worked out further on the level of a school curriculum. A draft description of area of studies could be: a cross-section of the contents of existing subjects which is directed towards certain aims. With development education, these aims and contents are related to the development issue.

"Development education can mean a wide range of things. In the industrialized countries development education goes under a variety of names. Sometimes it is called global development studies, peace education, world order studies, education for peace and justice, studies in international understanding or something else again.
These terms do not all mean the same thing to everyone. They are used in different ways by persons in different countries and even within the same country they sometimes vary in their significance. The use of a particular term by a particular group may be a conscious choice to indicate a specific political standpoint."
(Cottingham J. and Karl M., 1976, pag. 10.)

This statement is an illustration of the lack of consensus in connection to development education. In the Netherlands, too, there are a number of different views on the identity of development education. Apart from that - and in connection with it -, there are a number of different ideas about its position in the educational system in our country.

In EPOS, a systematic description of different views within development education will be given. This description has to result in a model for a part of common core development education. In the model at least two matters will be defined accurately: the identity and the position of development education. In the course of the project, subsequent versions of the model will be developed. This essay is a first exploration of the identity and the position of development education serving as a draft rationale which eventually will yield a model for a common core curriculum development education. The rationale contains a description of the possible principles, content and position of development education and results in a model for a part of common core. This model for a part of a common core curriculum development education is a document in which reasoned propositions for statements, which have to be determined about the contents and position of development education in the first stage of secondary education are included. The determined statements form the criteria for developing models of parts of school curricula.
The essay is meant for the institutions cooperating in EPOS (as a work document) as well as for the managing board of the National Institute for Curriculum Development, the boards of the participating institutions, the applicant of the project - the Ministry for Education - and the Ministry for Overseas Development Aid, which is closely concerned with the application.

It is written for two purposes:
a. It wants to provide a framework in which the proceedings of the institutions cooperating in the EPOS should take place.

The National Institute for Curriculum Development thinks such a framework necessary in connection with the coordination of the pursued project, the various views on development education necessitate an agreement about such a framework.

b. It wants to inform the managing board of the institutions cooperation in the project and the Ministries of Education and overseas development, which are concerned with the application about the development of the project.

The essay, rationale and model for a part of a common core curriculum development education are drawn up under the responsibility of the National Institute for Curriculum Development. The rationale and the model for a part of a common core curriculum will be used for the development of the parts of school curricula by EPOS institutions.

2

In the EPOS, development education will be central. The term development education has been chosen conciously. It indicates, roughly, that it is about education which refers primarily to the issue of development.
In the Netherlands, from the nineteen sixties onward, especially in the scope of world studies, attention has been paid to the issue of development. Within global education, however, other problem fields - yes or no in connection with each other - may be central, for example the issue of war and peace or environmental problems.

In this chapter, some developments in world studies are being discussed in order to look for areas of communality in connection with defining development education.
It is indicated why the term development education in the project is preferred above the term world studies.

2.1 Developments within world studies

A striking development within world studies is the continuous broadening of its area of study. The issue of war and peace was a central one in the period between the two World Wars and during the nineteen fifties and the beginning of the nineteen sixties. There were divergent views on this issue, which lead to the origin and the development of different approaches. This group of views is called the actual peace-education (1).
In the course of the nineteen sixties, the field of attention within world studies was broadened. One also paid attention on the

1) Bartelds, C., 1980, p. 5.

development issue. Within this type of world studies, too, different ways of approaching arose. These differed especially in the defining and the analysis of the development issue (1).
In the course of the nineteen seventies, attention was going to be paid to environmental problems; this in connection with the issues mentioned above (2).
A second development, which is in connection with the previous one, is the development to think increasingly from the notion of the connection between the global problems of war, under-development and destruction of the environment. The point of the analysis of the problems is the tracing of the structural causes. Attention is going to be directed towards the common background (3). In connection with this, a third development is taking place. On the basis of a differing view on global problems, the views on the task and the shape of education accordingly in relations to world studies change. This leads to proposing (drastic) innovations in education. To illustrate this, here follows a brief outline of this development:

- While analysing the global problems, the conviction grew stronger that in order to achieve a safer, more righteous and more liveable world, changes are necessary in our social structure, living-standard and way of thinking.
- In view of its social task, education has to prepare pupils for these changes. World studies are seen as political education. Opinions diverge as to what should be the central issue in this preparation: teaching pupils to accept the changes or teaching them to bring these changes about themselves (4).

1) Bartelds, C., 1980, p. 7.
2) Bartelds, C., 1980, p. 9.
3) Donkers, H. and Karstens, J., 1982, p. 13.
4) Bartelds, C., 1980, p. 10.

- Within the educational aims of world studies, the pupils' developing certain attitudes and skills will be stressed, although acquiring knowledge and insight remains important. The eventual goal will be education. Much attention will be paid to the pupil's starting to feel concerned with the issues of world politics and to their developing an (action) perspective in long run, this in view of their lasting concern.
- The advocated educational innovations vary from innovations as regards content (of teaching resources, curricula) to innovations in the way of teaching and learning.
- Global teaching at school is not seen as a subject on its own, but as an area of study or a principle. For example, world studies is spoken of as "the broadening of a school's pedagogical aims, which influences the whole of education" (1).

2.2 Development education: a subject matter area within world studies

The number of (international) social issues to which attention is paid in the framework of world studies is unlimited. Examples of such issues are: peace and safety, human rights, unemployment, underdevelopment, women's rights, health, environment, energy and the like.
This is due to the fact that world studies are mainly stimulated by activities of social movements of various kinds. Peace movements claim their position in education for the issue of peace, Third World movements for the development issue and environmental movements for environmental problems, etc. Although many world study projects differ as regards the content which is under discussion, they agree with each other in their methods: global problems are approached through central topics, like power, dependence, freedom and solidarity.

1) Donkers, H. and Karstens, J., 1982, p. 12.

We regard development education as a new trend within world studies; it is related to the issue of development: the social development in the Third World and its connection with it in the industrial countries. This idiosyncratic objective is better expressed by the term development education, for this term covers education thematically constructed out of several issues ✱.

✱ Cevno objects to the concept of world studies for other reasons and has therefore thosen for the concept of "International education".
An elaborate argumentation in favor of this concept is given in the paper on: Zwaga, K. en Oonk, H. (red), International training in education, Cevno, Alkmaar, 1981.

Reasons for integrating development education in the present and future system of secondary education

3

This chapter accounts for the reasons why development education should be integrated in the educational system. Moreover will it be explored how far attention is being paid to the development issue during the first stage of secondary education.

3.1 Arguments for the integration of development education in the educational system

The development issue can be regarded as one of the world's major problems. In our opinion, arguments for paying attention to this issue in a responsible way, eventually spring from the moral responsibility and the social-economic and political necessities to solve the development issue.

The individual's and state's rights and standards and the values behind them, play an important role in the development issue.

Within the United Nations (UN), a certain agreement about a body of rights and standards has been reached. In view of this normative framework for development education (cf. chapter 4), we go further into this matter here.
The Charter of the UN mentions human rights in connection with the obligation of states to respect and foster these rights.
The content of human rights defined more explicitly in the UN's Universal Declaration of Human Rights. Along with political rights of freedom, the Declaration contains social, economic and cultural rights, for example, the right to a decent living-standard. In the Declaration, it is stated that everybody has a right to a social and international order

in which these rights can be realized.
This Declaration is not a binding juridical state document, but is intended to be "a common standard for that which all peoples and nations must try to realize".
As an elaboration to the Universal Declaration, two treaties in the framework of the UN have come off in 1966: the International Treaty concerning economic, social and cultural rights, and the International Treaty concerning civil and political rights. These Treaties are binding upon the states that have ratified them. The following matters are worked out in the former Treaty: the right of every human being to a decent living-standard-including adequate food, clothing and housing - and to ever improving conditions of life.
At the end of the nineteen seventies, initiatives were unfolded by the UN to formulate collective human rights along with individual human rights, among which are the right to peace, development and a wholesome environment.
The right to development has been included because poverty is considered to be one of the most serious infringements and impediments on human rights (1).
The UN have proposed measures for the development of the Third World. In 1960, for example, the International Development Strategy was accepted for the first Development decade; in 1970 that for the second. Both resolutions are not binding upon UN member-states. The disappointment about the progress of these strategies, and the new problems of the developing countries called forth two reactions: the movement to a New International Economic Order (NIEO), that is, new structural relations between developing countries and the industrialized countries; and attention to a development policy directed to cater for the population's basic needs within a certain time span, the so-called basic needs strategy (2).

1) Blois, M.M. de and P.J.I.M. de Waart. In SWP, 1982, pag. 70
2) Bos, H.C. in: Sint, M. en W. Verburg, 1980, page 8, ff.

Formally, the movement to a NIEO is laid down in the Declaration and the Action programme for the foundation of a NIEO. Both are accepted thanks to the Third World's numerical influence in the General Assembly. Likewise, by the end of 1974, a Charter of Economic Rights and Duties of States was accepted by the General Assembly. A resolution in which the recommendations for a NIEO were reformulated in moderate terms terminated the 1975 UN General Assembly's seventh special session. This resolution got more support from the industrialized countries. The resolutions mentioned are not binding upon UN member-states.
The Basic Needs Strategy was introduced at the 1976 World Employment Conference organized by the International Labour Organization (ILO). The developing countries' appreciation of such a policy is divergent. The industrialized countries' stress on a basic needs strategy is, more or less, regarded as an attempt to lessen the importance of the movement to a NIEO. In 1980, the UN's General Assembly accepted the International Development strategy for the third UN's development decade. Neither this resolution is binding upon the member-states.

The measures proposed in resolutions have, in many cases, not been executed. An important reason for this is that, although they have been accepted by the General Assembly, the member-states are not juridically bound to the execution of them. Consequently, they often remain paper measures, meant to achieve individual and common rights of human beings; in many cases only meant to achieve the ideals only. Fact is that, at the moment, 850 million people in the Third World live on a level which is at about the minimum of existence: they have to labour under hunger, illness, (concealed) unemployment, and they are not in the opportunity to receive education.

Behind the whole of rights and norms, which have been laid down nominally by the UN, lie values that have not (yet) been internalized in the various societies, like the Dutch. In

our opinion, the internalizing of these values is necessary in order to actually contribute to the solution of the development issue. The internalizing process is a slow one: attitude-forming is a matter of the long run. In our opinion, a conscious attitude in relation to the development issue can only be developed after one has gained knowledge about and insight into the issue. Therefore, education (i.e. development education) and information about this are important. Education has the advantage, in relation to this, of reaching large groups of young pupils. Development education should not be regarded as the panacea to the development issue; at the most may it contribute to the solution.

3.2 The position of the development issue in the present first stage of secondary education (1)

In how far is attention being paid to the development issue during secondary education to 12-16 year-old pupils?

As far as attention is being paid to the development issue during the first stage of secondary education, it is paid through education in the social sciences in most cases. The present-day programme requirements for the subjects geography, history and social/political studies at the various school-types for 12-16 year-old pupils leave much room for development education. The geography programme requires treatment of "the world" in the second year, history pays attention to (early) modern history in the second year and to contemporary history in the third year, while social/political studies offer the opportunity to discuss current problems in the fourth year. The new economics curriculum for the lower General Secondary Education (henceforth MAVO) requires even explicitly the treatment of the development issue in the third and fourth years. Teachers hardly ever make use of the available possibilities.

1) Plas, A.J., 1982, pag. 3 etc.

Teachers of history, for example, dedicate many lessons to colonization and modern imperialism but they scarcely associate these processes with the growth of the international division of labour, through which pupils could gain more insight into the development issue. The geography methods do describe underdevelopment and they do indicate the complexity of the issue, but they say too little about the structural causes of underdevelopment.

In the course of more than ten years of existence of social/political studies on the curriculum, one has not accomplished a generally accepted programme yet, and a tradition related to the treatment of the development issue has neither come about. Nevertheless, the National Institute for Curriculum Development (henceforth SLO) is planning a curriculum for social/political studies in which is made room for development education, under the theme of "international relations". At its best, though, the programmes yield a fragmentary treatment of the development issue.

The learning-materials rather than the (official) curricula, and the space they may yield, give indications in relation to the degree of realizing objectives of development education within the various subjects.

Analyses of a number of geography teaching-methods revealed the following shortages:

- The learning materials insufficiently reveal the global perspectives of the development issue, or elseway, they do it in a way in which pupils are not able to imagine anything concrete in relation to the issue. They do not illuminate the development issue as being a current international problem; involving one's own society.
- If learning materials indicate solutions for the problems of developing countries, then these solutions almost invariably spring from the western economic and political pattern.
- The learning materials describe the development issue in terms of a technical rather than a political question.

- In the learning materials, the traditional view on the Third World is prevalent. Matters that differ from the western world are stressed.
- The majority of the learning materials is not void of ethnocentric statements; in other words, they assert the development of their own societies as a reference framework in the judgement of other societies and their developments.
- Even the history books explain the development issue as if it would be a momentary issue. The pupils are left in the dark about whether the problems are increasing or decreasing and about the possible causes of those problems.
- Especially a cognitive approach is realized by the schoolbooks. They scarcely stimulate the pupils' sense of involvement, because, among other things, of the lack of variation in the teaching methods.

Of course, there are possibilities to escape the oppressive hold of writers of such learning materials. Teachers may compile their own learning materials, make use of brochures or even of instant curricula, which give all sorts of information. Along with information services of official authorities, like the Ministry of Overseas Development and UNESCO, dozen of action groups produce material intended for usage at schools. Every year, the NCO (The Dutch National Committee for Information on Development Cooperation) grants dozens of requests for financial support by groups that want to be active on behalf of and within education by arranging conferences and training-weeks with teachers, publishing lesson letters, organizing project weeks for pupils, carrying over action models, etc. The "external" stream of information and learning materials cannot remove the shortages that go with the learning books. But it does have its positive points: it strongly draws the pupils' attention to the issue while it points out that their own society, too, is at stake; it clarifies the development issue from the Third World's point of view; it stresses the political dimension of

the issue.
The influence on education of the external stream of information is rather little. There are different causes, like, for example:

- Teachers are trained in one or two subjects. They want to teach their own subjects in the best possible way and are therefore not very much inclined to discuss matters beyond the scope of the usual programme.
- Brochures and lesson letters do not meet the quality demands required by teachers, in respect of both content and teaching methodology. Teaching-learning packages, which are, nevertheless, of a good quality, are not in great demand, either, because these have been set up on the basis of an integral analysis of the issue. This integral aspect of the analysis does not easily fit in a treatment of the issue within one subject.
- The development issue is a complex one and may be explored usefully only from different points of view. This asks for a well-balanced tuning of the contents of the various subjects, which runs up against the unruliness of every day school life.
- The politicizing of education raises opposition among parents and managing boards of schools, who are afraid of pupils being indoctrinated.

It will be clear, that, at the moment, in secondary education for 12-16 year-old pupils, too little attention is being paid, both qualitatively and quantitatively, to the development issue. In view of the reasons of paging attention to the development issue mentioned in paragraph 3.1, the existing shortages have been the immediate causes of starting EPOS.

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"The various ways in which development education is defined reflect in many instances basic differences in approach both to development and to education" (Burns, R., in: Pradervand, P., 1982, p.4).

There is no consensus about the domain of development education, neither in the literature nor in education practice. Behind the differences in views on development education the differences in views on the functions and framing accordingly of education in our society, as well as in the social development of the Third World. A few characteristics, which, in our opinion, are specific to development education, will be discussed in this chapter. It does not seem useful to give a definition of development education, since a summarized description of the characteristics of development education is bound to be general in such a way that it would not be clear what is meant by development education. Moreover, a first description of the formulation of principles and aims of development education is given. The chapter closes with a few remarks about a common core of development education and the freedom of education.

4.1 The characteristics of development education

In the project, development education will be regarded as a subject matter area within world studies. It can be distinguished from other subject matter areas through own subject: the development issue.

The SLO holds the view that development education is characterized by the following specific characteristics:

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1. Development education has reference to the development issue: the social development in the Third World and its connection with the social development in the industrialized countries.
2. Development education is a form of social and political education.
3. Development education is value oriented.

These characteristics will be discussed briefly.

ad 1 Development education has reference to the development issue: the social development in the Third World and its connection with the social development in the industrialized countries

In this characteristic is stressed the social development in the Third World. "Social development" means: a multi-dimensional proces with, among other things, political, economic, social, denominational, cultural, demographic, military and ecological aspects. Along with resemblances does social development in Third World countries show big differences, which feature holds also good for the social development within one such a country. This diversity should have to be made clear through development education. The impossibility of seeing social development in the Third World (the South, the developing countries) apart from social development in the industrialized countries is an essential element of development education: the awareness of international interdependence. There exist all kinds of unilateral dependence within this global interdependence, which are of great importance to the continuity of development education. Development education should pay attention to developmental implications and the policy of industrialized countries including The Netherlands, in relation to the social development in the Third World. Social development in the Third World can only be explained if attention is paid to its historical development process. This historical analysis should be directed towards the structural causes of

the development issue. Along with this analysis, one has to pay attention to both internal and external relations in the developing countries: the relation between the developing and industrialized countries and the mutual relations between developing countries. Analysis of the underdevelopment problems have pointed out the fundamentality of the past and present relations of power (economically, socially, politically and culturally) in relation to the understanding of this issue. These power structures have existed on different "spatial" levels. In order to get insight into the cause and continuity of this situation of underdevelopment, all levels should have to be taken into consideration (1).
Analyses of the development issue can clarify themes and concepts which should have to be touched upon in (development) education. School-focussed curriculum development has to point out that which is desirable and feasible in school practice, in relation to this matter. Philosophies of teaching play an important role in the planning and execution of development education.

The stress on the social development in the Third World in the description of development education implies that one has chosen for a type of development education which is essentially based on social development "from a distance". As has been shown by experiences in world studies, the degree of pupils' involvement turns out to be a problem (what have they got to do with it?, what can they do about it?). Quite a few world study groups have decided upon a type of world studies in which "near-by" problems are prevalent (at least in the beginning). Bartelds has shown that there is no urgent argumentation for concentrating world studies on "near-by" problems (2). In our opinion does this also hold good for development education. Moreover does Bartelds point out two dangerous aspects of this type of world studies.

1) Kleinpenning, J.M.G., 1981, pag. 355.
2) Bartelds, C., 1980, pag. 83, 85 and 86.

In terms of development education, these would be:

- The suggestion as if it were possible to bracket development problems of the Third World with those of the Netherlands, as far as the extent of them.
- The danger of loosing sight of the social development in the Third World, which will reinforce the notion that "we in the Netherlands already have enough problems to solve in the first place".

At any rate, the pupils' sense of involvement should be an important issue in EPOS.

ad 2 Development education is a form of social and political education

Development education strengthens the social relevance of education. Pupils gain knowledge of and insight in the questions that are related to the social development in the Third World, and they prepare themselves in forming an opinion about these questions.

In general, one can regard development education as a form of social and political education, focussed on critical co-existence in a democratic and human sense. This means that development education should have to be focussed both on the stimulation of knowledge about and insight in social and political processes and structures inherent to the development issue, and on the development of certain skills and a critical attitude enabling pupils to distinguish and clarify these processes and structures. On this basis, pupils learn how to play their roles as active citizens in our democracy of participation.

Once more, development education should not be regarded as the panacea for the development issue. At its best, it may contribute to the solution. It is important for pupils to realize that, at least, changes in one's own and other societies are necessary to solution of the development issue.

One-sided attention to problems within devel-

opment education is not desirable. From a didactic point of view, one can regard problems as starting-points, but on pedagogical grounds one should take care not to give only a negatively coloured view on the situation in and of the developing countries. Moreover, such a view does no justice to reality, because it gives a poor image of it. Development education has to offer a versatile approach in a varied world. Accordingly, attention should be paid to the cultural properties of (groups of peoplein) developing countries. Pupils' confrontation with, for example, young people's way of life in the Islamic cultural area will contribute to a better understanding of the development issue and may offer a different, new perspective on their own existence; one's own way of life is toned down and this may check an ethnocentric attitude.

In the present educational system, the social sciences, especially, try to realize political and social training. Therefore, development education will have to become manifest through an adaptation as regards content of the following subjects: geography, history, civics (social/political education) and economics. If possible, this should also be the case in language training, physics and the arts and crafts subjects.

ad 3 Development education is value oriented

A third characteristic of development education is its value-orientedness. Development education should not only be focused on the acquisition of knowledge about and insight in the development of the Third World and, in connection with this, the development of the industrialized countries, but also, within the context of social and political education, on strengthening pupils' sense of values.

The process of social development of both the developing countries and the industrialized countries has to be guided by the whole of rights and norms, as it has developed within

the United Nations and has taken concrete shape in a number of documents, like, for example:

- The Charter of the United Nations
- The Universal Declaration of Human Rights
- The International Treaties on Human Rights
- The Charter of the Economic Rights and Duties of States
- The Declaration and Action Programme in Respect of the Foundation of a New International Economic Order
- Resolutions of the United Nations' General Assembly.

Development education is focussed on the internalizing of the values on which these documents are based, values about which international agreement has been reached. These values can serve as a normatic framework for judging and valuing the social development in the Third World and, accordingly, the social development in the industrialized countries. While wielding this framework, it is important to point out its generality to the pupils. In actual situations, tensions can occur by weighing different values. For example, tension between the Right to sovereignty and non-intervention, to which a state can appeal, on the one hand, and Human Rights, with the help of which critics of that state are able to legitimate their criticism, on the other hand. Moreover, it is important to make pupils realize that thoughts about rights and norms are not settled in international society, but continually developing under the influence of new conditions (1).

The idea of bringing UN-values into operation is based, in the first instance, as a pedagogical motive. Although the values have been formulated and laid down in documents generally accepted by all UN-member states, the values often have not been internalised in the societies distinguished. Education must contribute to the following (cf. chapter 3):

1) Bartelds, C., (ed.), 1980, p. 58

knowledge about and insight in these values would have to lead up to certain attitudes concerning the social development in the Third World and its relation to the social development in the industrialized countries.

A second reason for bringing these values into operation is related to the recognition that development education cannot be free from values. Certain phenomena and opinions, like racial discrimination and separately, for example, should be rejected as non-values.

The before mentioned characteristics form a first framework in the determination of the identity of development education. Development education may not be restricted to attitude-forming only. Development education has to be included in the planning of the whole of education at a school.

The identity of development education should furthermore be manifested through principles, general aims, descriptions of subject matters, teaching objectives and the didactic context. This will not yet be done in this essay, but principles (to be formulated) and the general aims will be prompted.

4.2 Impulses for principles and aims

There is a great diversity of ideas about development education, even if it is regarded as education related to the development issue. Behind this are differences of views on both the development issue and the function, and framing, of education. The different views on education are related to different views on the relationships education-society, education-disciplines and education-pupil/learning processes (1). In EPOS, the plurality of Dutch education should be taken into account; there has to be room for different elaborations of development education. This has to be expressed by the general principles.

1) Vaart, R. v.d., 1982, p. 8

With these principles, attention should definitely be paid to the following:

- the diversity of ideas about the development issue, as it comes to the fore in society and science
- the task, function and framing of education in relation to the development issue
- the possibilities of the theory of education in relation to development education to pupils at the age of 12 to 16 years old.

The possibilities of paying attention to development education in secondary education now and in the future.

In relation to the general aims, the principles guide the identity of development education. Here follows a possible draft description of the general aims of development education:

Development education should be focussed on the development of certain forms of behaviour and personality aspects of pupils which are related to the development issue: the social development in the Third World and its relation to the social development in the industrial countries. It concerns the following personality aspects:

- cognitive aspects, like knowledge and intellectual abilities
- affectional aspects, like feelings, motivation, interests, attitudes and value patterns.

By acquiring these behavioural forms, pupils should be able to participate as (prospective) citizens in a society in which choices have to be made that have direct consequences for and/or are influenced by the development issue. We think it is important to check pupils' ethnocentric and prejudiced attitudes and to develop an attitude based on interest, understanding, tolerance, responsibility, cooperation and solidarity.

Development education should provide pupils with a framework for the stream of information, daily given to them, about the development issue. Its necessity is growing more

urgent now that they are confronted with ethnic minorities living in the Netherlands. Such a framework should be focussed on, for example:

- historical developments: e.g. colonialism, neo-colonialism
- spatial differences: e.g. spatial inequality
- social differences: e.g. social inequality
- cultural aspects: e.g. religion
- politico-economic aspects: e.g. centre/periferal contrasts.

These general aims and principles of development education have to be reconsidered and readjusted in the light of principles-to-be-formulated. Together with the principles, they will have to serve as a referential framework in relation to prospective elaborations and framing of development education. The general aims should be further elaborated by means of:

- definitions of subject matter
- teaching goals and objectives
- definitions of the didactic context.

4.3 A common core of development education and the freedom of education

The contents of development education should comprise, together with the didactic context, general aims, definitions of subject matters, teaching goals and objectives.
Thus, the SLO thinks about drawing up a so-called "common core" of education, intended to be compulsory in the first stage of secondary education. The SLO suggests to contribute to the development of a common core of education in the scope of development education.
The issue here is about indicating the main areas of development education in the form of subject matter definitions. The teaching goals must indicate the kind of knowledge, insight, attitudes and skills that, in principle, all pupils would have to have acquired in the course of the first stage of present and future secondary education.
The list of teaching goals can be a first

push towards the formulation of objectives of development education.
In the course of constructing this common core of education and the framing of a part of a common core curriculum likewise, choices of a moral, pedagogical, denominational and political nature will have to be made. The SLO has to take into consideration the plurality of education. Therefore, it suggests to operate in the following way:

- The common goals and the description as regards content give an outline of the common core of education an outline which can be elaborated. It should clearly guide the framing of parts of common core curricula and the development of teaching-learning packages, without excluding variations.
- Schools that want to elaborate this common core of education in a particular way dependent on their choices, ought to be supported by means of example variant-elaborations. Hence, the connection between certain choices and approaches to education can be clarified. Therefore, in EPOS certain variant-elaborations should have to be worked out as examples to schools and curriculum developers. Variations are possible, for example, concerning target group, the philosophy of teaching, the analysis of the development issue, the country/region, the integration in existing subjects and the like.
- The common goals and the descriptions as regards content could perhaps serve as criteria in judging the variant elaborations.

5

In this chapter, attention will briefly be paid to the position of development education in the present and future system of secondary education.

5.1 Development education not a new subject

It is not proposed that development education will become a new subject in present education. Both the nature of development education and the present system of education militate against this. The development issue is very complex; its aspects are of a political, economic, social, denominational, cultural, demographic, military and ecological nature. Only an approach from different angles may provide pupils with knowledge and insight in the complexity of the development issue.
From a pragmatical point of view, a separate subject development education would not be desirable either: to pay attention to questions that ought to be touched upon in education, because of the social need, would result in a greater degree of fragmentation. Besides, it is a pedagogical argument that a web of all kinds of living situations develop themselves through the very prevention of fragmentation in life. This tells for an "integrated" treatment of development education.

5.2 Development education as a principle and subject matter area

EPOS will start from the thought that development education has to be a principle as well as a subject matter area within secondary education.
By development education-as-a-principle is meant that the way of teaching may not be

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dissociated from the content and, at least not contradicting the content. By starting from this notion in education, it can be accomplished that in-school activities are better related to (changes in) out-of-school way of life. At the level of a school curriculum, development education-as-a-principle should be worked out further.

The development issue forms, as it were, an area of study in education. The general profile should contain among other things: a teaching goals programme and the work forms to be used.

Guidelines for this matter will be given in the description of a common core of development education. Hence, a subject matter area development education has to be integrated in the appropriate existing subjects, like (in the first instance) social-political subjects, because their goals, contents and work forms link up with those of development education. Furthermore are thinks of education in exact subjects, language education and the arts and crafts subjects.
The subjected matter area forms, as it were, a cross-section as regards content of existing subjects, focussed on certain goals. In the case of development education, these goals and contents are related to the development issue.

Such a "subject bound" treatment, though, bears the danger of pupils' loosing track of the different aspects of the development issue. Apart from that, there is the danger of paying too little attention to essential parts of the issue, because they cannot be linked up with a certain time planning.
The SLO will have to investigate, in the first place, into the possibilities of integration of development education in existing subject curricula. Furthermore, the way in which these subject curricula, in connection with development education, can be linked up with each other must be investigated.

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